



**CLASSROOM DISCUSSION STRATEGY FOR TEACHING READING
COMPREHENSION OF THE TENTH GRADE STUDENTS OF MAN 2
KUDUS
IN THE ACADEMIC YEAR 2011/2012**

**By:
WAHYU WIJAYANTI
NIM 2007-32-173**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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Skripsi

**Presented to the Muria Kudus University
In Partial Fulfillment of the Requirements
For Completing the Sarjana Program
In English Education**

By:

WAHYU WIJAYANTI

NIM 2007-32-173

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2012**

MOTTO AND DEDICATION

MOTTO

- ✦ Doing everything the best.
- ✦ To say is easy to do is difficult
- ✦ Be useful people for the other.



This is especially dedicated to:

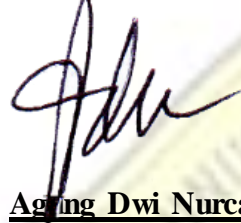
- ✦ Her beloved parents,
- ✦ Her Beloved Husband,
- ✦ Her beloved sisters,
- ✦ All her friends in English Education
Department Teacher Training UMK.

ADVISOR'S APPROVAL

This is to certify that the skripsi of **Wahyu Wijayanti** has been approved by the advisors for further approval by the examining committee.

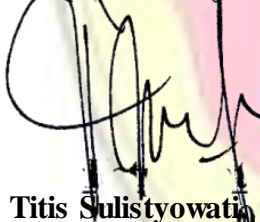
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First Advisor



Ageng Dwi Nurcahyo, SS, M.Pd
NIS. 0610701000001187

Second Advisor



Titis Sulistyowati, SS.
NIS. 19810402-200501-2-001

Acknowledged by

The Faculty of Teacher Training and Education




Drs. Susilo Rahardjo, M.Pd
NIP. 195060619185031002

EXAMINER'S APPROVAL

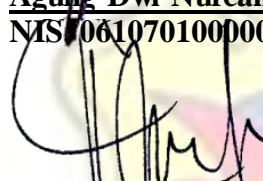
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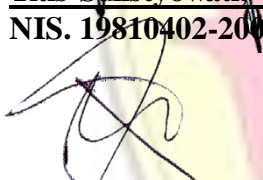
Examining Committees


Agung Dwi Nurcahyo, S.S, M.Pd
NIS. 10610701000001187

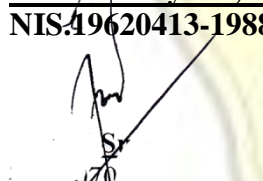
Chairman


Titis Sulistyowati, S.S
NIS. 19810402-200501-2-001

Member


Drs. Muhi Syafei, M.Pd
NIS. 19620413-198803-1-002

Member


Fitri Budi Suryani, S.S. M.Pd
NIS. 19810402-200501-2-001

Member

Acknowledged by;

The Dean of Teacher Training and Education Faculty



Drs. Susilo Rahardjo, M.Pd
NIP. 19560619-198503-1-002

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The writer hopes that this study will give useful significances to the readers, especially for the students of English Education department, Teacher Training and Education Faculty Kudus University.

Kudus, 13 Agustus 2012

Wahyu Wijayanti



ABSTRACT

Wijayanti, Wahyu, 2012. *The Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus In Academic 2011/2012 taught by using Classroom Discussion Strategy*. Skripsi: English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (i) Agung Dwi Nurcahyo, SS, M.Pd. (ii) Titis Sulistyowati, SS.

Keywords: Reading Comprehension, Classroom Discussion Strategy.

Reading becomes one of the most important skills. By reading we are able to know the new vocabularies and how to pronoun them. Many students still have difficulties in reading, and tenth grade students of MAN 2 Kudus are one of them. Concerning this condition, the writer thinks it would be better to apply the model in order to help for teaching reading comprehension.

The objective of this research is to find out whether there is a significant difference of the reading comprehension of then Tenth grade students of MAN 2 Kudus in academic year 2011/2012 before and after being taught by using classroom discussion strategy.

The subjects of the research were the tenth grade students of MAN 2 Kudus in academic year 2011/2012 with number of students is 36 from the population students 356. In choosing the sample of the research was then writer used cluster random sampling. The design of this research was experimental research because it is to find out whether there is effect relation to the variable or not. There was one experimental group.

The result showed that the reading comprehension of tenth grade students of MAN 2 Kudus in academic year 2011/2012 before being taught by using classroom discussion strategy was categorized sufficient. The score of mean and deviation standard are 66.72 and 10.6. Meanwhile, the reading comprehension of tenth grade students of MAN 2 Kudus in academic year 2011/2012 after being taught by using classroom discussion strategy was categorized good. The score of mean and deviation standard are 75.02 and 11.6. the calculation of t-test gets result 8.3 and in the level of significant 0.05 and the degree of freedom (df) 36 which is gained N1-1 t-table is 2.04. It is concluded that there is any significant differences of the reading comprehension of tenth grade students in academic 2011/2012 before and after classroom discussion strategy.

Therefore, then the writer use suggest that it would be better for the teacher to use Classroom Discussion Strategy as one of the model in teaching English reading. Students also need to develop their learning so that they can learn and practice confidently and independently.

ABSTRAKSI

Wijayanti, Wahyu. 2012. Pemahaman Membaca Pada Siswa Kelas X MAN 2 Kudus Tahun Pelajaran 2011/2012. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus diajar dengan menggunakan Classroom Discussion Strategy. Skripsi : Program Studi Bahasa Inggris, Fakultas Ilmu Pendidikan Universitas Muria Kudus. Pembimbing : Advisors: (i) Agung dwi Nurcahyo, SS, M.Pd. (ii) Titis Sulistyowati, SS.

Keywords: Pemahaman Membaca, Strategi Diskusi Kelas.

Membaca menjadi salah satu pertama yang harus dikuasai oleh siswa karena kita dapat memperoleh bahasa dengan membaca. Dengan membaca maka kita akan dapat mengetahui kosakata baru dan bagaimana cara mengejanya. Kita tidak hanya dapat belajar tentang mengeja tetapi juga mengetahui tata bahasanya. Namun, banyak siswa yang merasa kesulitan dalam membaca. Siswa-siswi MAN 2 Kudus merupakan salah satunya. Kebanyakan dari mereka mempunyai kemampuan terbatas dalam membaca. Keadaan tersebut memotivasi penulis untuk mengadakan penelitian dengan menerapkan model pembelajaran yang berfokus pada siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan membaca teks siswa kelas X MAN 2 Kudus pada tahun akademik 2011/2012 sebelum dan sesudah diajar dengan menggunakan strategi diskusi kelas.

Subyek penelitian adalah siswa kelas X MAN 2 Kudus tahun ajaran 2011/2012 dengan jumlah siswa 36 dari 356 siswa keseluruhan. Dalam memilih sampel penelitian, penulis menggunakan cluster random sampling. Desain dari penelitian ini adalah eksperimen karena penelitian ini bertujuan untuk menemukan apakah ada hubungan akibat dari variabel atau tidak. Ada satu kelompok.

Hasil penelitian menunjukkan bahwa kemampuan siswa kelas X MAN 2 Kudus tahun ajaran 2011/2012 dalam membaca sebelum diajar menggunakan strategi diskusi kelas dikategorikan cukup. Nilai mean dan standar deviasi adalah 66.7 dan 10.6. Sementara itu, kemampuan membaca pada siswa kelas X MAN 2 Kudus tahun ajaran 2011/2012 setelah diajar dengan menggunakan strategi diskusi kelas tergolong baik. Nilai mean dan standar deviasi adalah 78.02 dan 11.6. perhitungan hasil t-test mendapatkan 8.3 dan tingkat signifikan 0.05 dan df 35 yang diperoleh dari N-1, t-table adalah 2.04. hal ini dapat disimpulkan bahwa ada perbedaan yang signifikan dari kemampuan membaca pada siswa kelas X MAN 2 Kudus tahun ajaran 2011/2012 sebelum dan sesudah diajar menggunakan strategi diskusi kelas.

Oleh karena itu, penulis menyarankan akan lebih baik jika guru dapat menggunakan strategi diskusi kelas dimana siswa sebagai pusat model pembelajaran dalam mengajar membaca. Para siswa juga perlu meningkatkan belajar mereka supaya dapat belajar dan berlatih percaya diri dan mandiri.

TABLE OF CONTENT

	Page
COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISOR'S APPROVAL	v
EXAMINER'S APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT.....	ix
ABSTRAKSI	x
TABLE OF CONTENTS	xi
LIST OF APPENDICES.....	xiv
LIST OF TABLE	xvii
CHAPTER I INTRODUCTION	
1.1 Background of the Research	1
1.2 Statements of the Problem	4
1.3 Objectives of the Research	5
1.4 Significance of the Research	5
1.5 Limitation of the Research	6
1.6 Operational Definition	6
CHAPTER II REVIEW TO RELATED LITERATURE & HYPOTHESIS	
2.1 Teaching English in MAN 2 Kudus	8
2.1.1 The Curriculum of Teaching English in MAN 2 Kudus	10
2.1.2 The Purpose of Teaching English in MAN 2 Kudus	11
2.1.3 The Material of Teaching English in MAN 2 Kudus	11
2.1.4 The Method of Teaching English in MAN 2 Kudus	12
2.2 Reading as One of the Language Skill	13
2.2.1 Reading Comprehension	15

2.2.2	The purpose of reading Comprehension	17
2.3	Reading Text	18
2.3.1	Narrative Text	19
2.4	Classroom Discussion as a Student Centered Learning Model	21
2.4.1	Definition of Classroom Discussion Strategy	22
2.4.2	Steps of Classroom Discussion as a Student-Centered Learning Model
2.5	Review of Previous Research	25
2.6	Hypothesis	26
CHAPTER III METHODOLOGY OF THE RESEARCH		
3.1	Design of the Research	27
3.2	Population and Sample	28
3.3	Instrument of the Research	30
3.4	Data Collecting	32
3.5	Data Analyzing	33
CHAPTER IV FINDING AND DISCUSSION		
4.1	Finding of the Research	37
4.1.1	The Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in the Academic Year 2011/2012 before being Taught By Using Classroom Discussion Strategy	37
4.1.2	The Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in the Academic Year 2011/2012 after Being Taught By Using Classroom Discussion Strategy	39
4.2	Hypothesis Testing	41
CHAPTER V DISCUSSION		
5.1	Discussion	43

CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion 47

6.2 Suggestion 47

BIBLIOGRAPHY 49

APPENDICES 51

CURRICULUM VITAE

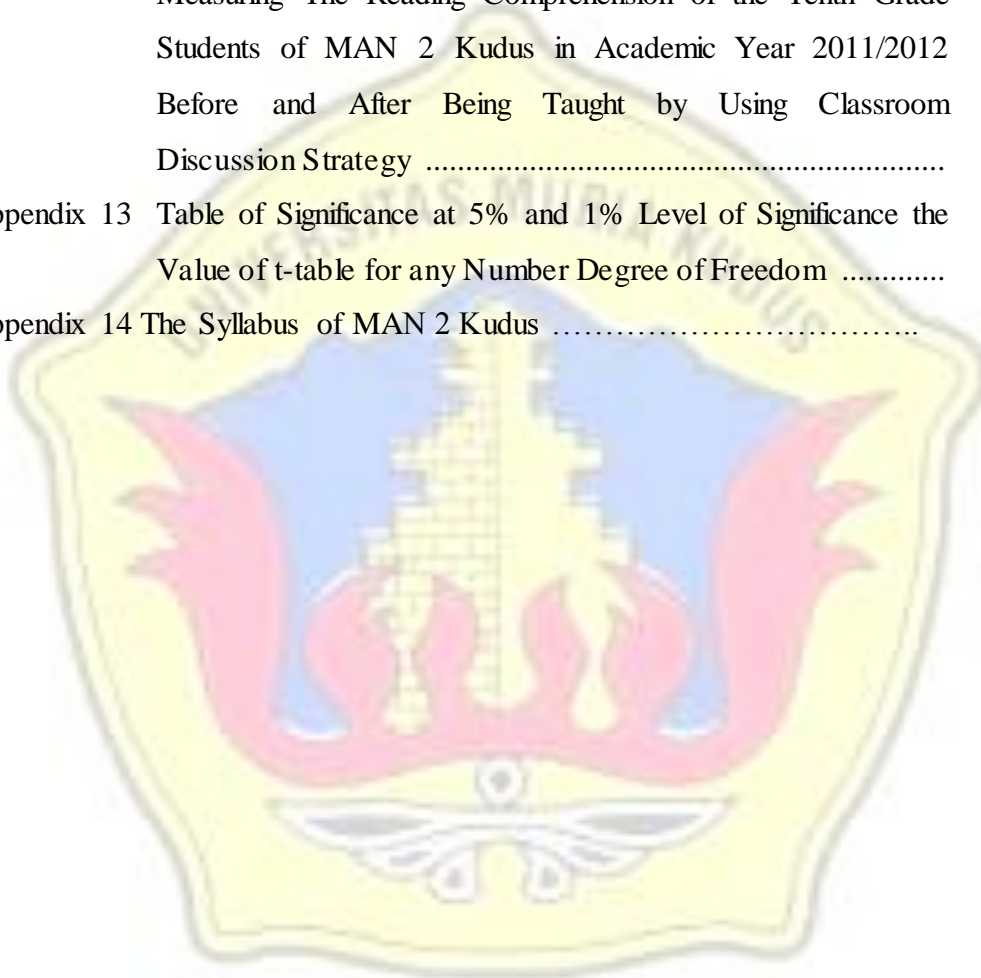
STATEMENT SHEET



LIST OF APPENDICES

Appendix 1	Table of Specification of Reading Comprehension Test of the Tenth Grade Students of MAN 2 Kudus In Academic Year 2011/2012	52
Appendix 2	Instrument of the Research	53
Appendix 3	Key Answer	61
Appendix 4	Lesson Plan	62
Appendix 5	The Data Description of Try Out of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012	85
Appendix 6	The Reliability of the Test Items for Try Out for Measuring the Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012	87
Appendix 7	Score of English Reading Comprehension (pre test) of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012	89
Appendix 8	Score of English Reading Comprehension (post test) of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012	90
Appendix 9	The Calculation of Mean and Standard Deviation of the Pretest Measuring the Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012 Before Being Taught by Using Classroom Discussion Strategy	91
Appendix 10	The Calculation of Mean and Standard Deviation of the Posttest Measuring the Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012 After Being Taught by Using Classroom Discussion Strategy	94

Appendix 11 The T-Test of the Means of Pretest and Posttest Scores Measuring The Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012 Before and After Being Taught by Using Classroom Discussion Strategy	97
Appendix 12 The T-Test of the Means of Pretest and Posttest Scores Measuring The Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012 Before and After Being Taught by Using Classroom Discussion Strategy	100
Appendix 13 Table of Significance at 5% and 1% Level of Significance the Value of t-table for any Number Degree of Freedom	103
Appendix 14 The Syllabus of MAN 2 Kudus	105



LIST OF TABLES

Table	Page
3.1 The Number of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012	29
3.2 The Criteria of Reliability of Test	32
3.3 The Criteria of Measuring the Test of Student's Scores	34
4.1 The Frequency Distribution of the Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012 before being Taught by Using Classroom Discussion Strategy	38
5. 1 The Frequency Distribution of the Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012 after being Taught by Using Classroom Discussion Strategy	40

LIST OF FIGURES

Figure	Page
3.1 The Scheme of One Group Pretest-Posttest Design of Experiment.....	27
4.1 The Polygon of Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012 after being Taught By Using Classroom Discussion Strategy	39
4.2 The Polygon of Reading Comprehension of the Tenth Grade Students of MAN 2 Kudus in Academic Year 2011/2012 before being Taught by Using Classroom Discussion Strategy	41

